



LING171 Psycholinguistics 1

Department of Linguistics - UC Santa Cruz

Summer Session 2, 2023

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Staff

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Catalog Description

Theory and methods in psycholinguistics, covering perception, production, and acquisition of language and linguistic structure. A hands-on, laboratory-style introduction to the topic, focusing on the relation between experimental findings and linguistic theory. Students cannot receive credit for this course and LING 257.

Goals

Psycholinguistics develops models of how our individual systems of language are realized in our mind & our brain. At its core are the acquisition, perception & production of language. It is a cross-disciplinary enterprise that brings together findings and hypotheses from multiple traditions: from formal linguistics (phonology, semantics, syntax); from psychology (memory, cognitive control, learning); from neuroscience; from computer science, etc.

The **first goal** of LING157 is to **introduce some of these foundational questions**. We will examine core properties of mental processes and representations involved in language processing; consider how those properties constrain or interact with theories of linguistic knowledge; and how linguistic processes unfold over time-scales small and large.

Another important goal of the course is that participants will gain understanding about **how knowledge is created in cognitive science**. Course participants will learn the basics of experimental design and core experimental techniques in linguistics. To do that, we will conduct some psycholinguistic experiments on ourselves (and our friends).

This course will feature some readings excerpted from a textbook (available online) but we will read several primary research articles. Throughout the course **you will achieve facility in reading articles reporting original research** through explicit guidance and practice.

This course allows students in the Linguistics or Language Studies B.A. program to more generally hone their skills in 4 of the 5 Program Learning Outcomes of the Linguistics B.A. and the Language Studies B.A.: with a special emphasis on Analytical Thinking (#1) and Linguistic Theory and Investigation (#4); but also strong connection to Writing (#2) and

Properties of Language (#3).

There are two core domains we will examine: word structure and word recognition, and syntactic structure and sentence comprehension. In each of these domains, we will explore issues in perception, production and acquisition. However, this course is not designed as an exhaustive survey course: it is deeper rather than broader.

This course satisfies the SR General Education requirement.

Style

This course consists of 5 weeks of **2 weekly meetings**. Material will be organized in weekly modules, with lectures, activities, readings, and assignments around each. Readings and assignments will be posted on Canvas. You are also encouraged to join the course Discord server (see below).

Class Meetings

Class will be held on Zoom synchronously every Tuesday and Thursday, from 1pm to 4:30pm. The Zoom link is available through Canvas. These meetings are outrageously long, so they will be divided into three segments each, with breaks in between, and they will include a mixture of lecture and guided lab exercises.

Office Hours

There will be several office hours offered by Jack and Matthew.

Time	Location	Instructor
Wednesdays, 3pm	Stevenson 232 (or Jack's Zoom)	Jack
Fridays, 12pm	Stevenson 232 (or Jack's Zoom)	Jack
Mondays, 10am	Matthew's Zoom	Matthew

Office hours are one-hour periods where our “office doors” are open to you for any and all questions related to the course, including targeted ones about assignments or course content. Note that this includes any general questions related to concepts in (psycho)linguistics! Some students find it useful to visit as a group if they have related questions, others enjoy stopping by to talk one-on-one, both are okay with us.

Tutoring

There will also be optional tutoring sessions for this class, led by Sadira Lewis [slewis2@ucsc.edu].

Large Group Tutoring is for everyone and open to all students in class to get extra practice on the things you already know or the things you want to know better. Your tutor is an undergraduate student who took the class, did well, and received extensive training on how to support you in the course. Sessions are available several days a week and attendance is voluntary; *however, students who attend sessions weekly tend to earn a higher final grade than students who do not participate.*

Ask your tutor for more information about session times, visit [the Learning Support Services website](#), or visit the ARCenter [in person](#) or remotely at our [Virtual Front Desk](#), M-F 9am-6pm. You can also view your Tutor's schedule on [The Tutor Hub](#).

Assignments and Activities

Our course is managed through Modules in Canvas. They take the form of the following activities: for graded activities, the percentage indicated in parentheses is how much weight it carries in assigning your final grade.

Engaged participation (18%)

Reading progress quizzes (4%)

Assigned readings are indicated in the modules, and are followed by brief "check your understanding" quizzes at the end (usually just 3-5 questions). You receive full credit for completing the relevant quizzes. You will receive feedback on the questions, but wrong answers won't count against you.

Experiment Participation Credit (4%)

You must either participate in a 1-credit Linguistics experiment or complete a Research Alternative assignment. To participate in the experiment, sign up via the self-service experiment sign-up system (called SONA). You can use your CruzID to access this system. Be sure to select LING171 as your course when you sign up, or in your user profile:

<https://ucsc-ling.sona-systems.com/>

It is your responsibility to be on the look-out for studies that award course credit and to complete a study by September 1, 2023. Studies may be online or in-person.

You are eligible to participate in all course-credit studies if you are 18 or older. There are no other requirements that researchers can impose. For example, researchers cannot require English to be your native language, even if the study is conducted in English.

In Week 4, we will release a Research Alternative assignment. If you prefer - for any reason, whatsoever - not to take part in a Linguistics experiment, or are under the age of 18, or cannot find a study time to suit you, you will be given a chance to hear a research talk and turn in a report to earn extra credit.

Both ways of satisfying this requirement are all-or-none credit — as long as you participate in one Linguistics experiment, or turn in a satisfactory research alternative report — you will receive the 3%.

Class Meeting Attendance (10%)

Come to class on Zoom each week on time and be an active participant. If you will be absent, you can receive credit for attendance by emailing the instructor to request a copy of the recorded lecture, no questions asked, for a maximum of four course meetings. We are happy to provide this limited flexibility so long as it is not abused, but stress that it is far more difficult to learn the course material from recordings.

Formative Assessments (52%)

Practice Exercises (20%)

Four in total. These will be bite-sized opportunities to practice foundational concepts related to the course material for the week, and warm up for the problem set to come. They will generally be posted on Tuesday, due before the next class on Thursday. They will be graded on completion only, with solutions posted after they are due.

Problem Sets (32%)

Four in total. These will be opportunities for engaged reflection on some real-world data and for practice drawing theoretical conclusions. They will generally be posted on Thursday morning, due on the following

Tuesday. They will be graded in detail, with comments.

Lab Report (30%)

You will complete a lab over the course of the class, investigating a basic phenomenon of lexical processing. There are some important features of this lab to be aware of:

1. Although there is a final 'due date' for the lab report, it will take 3-4 weeks to complete and it will be "staged" with milestone tasks to be turned in. The overall lab grade will depend in part on the quality of the final report, but it will also heavily weight timely completion of the milestone tasks. These milestone tasks are designed to help you break a complicated task into a series of less complicated ones, and often consist of worksheets to follow.
2. The labs are to be completed individually, but peer collaboration will be encouraged in class.

Readings & Textbook

There is no textbook to purchase for this course. Readings will be posted as PDFs on Canvas. We will use several chapters from the following e-text:

Warren, P. (2012). [Introducing Psycholinguistics](#). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511978531

Although chapters will be posted as PDFs, you are encouraged to review how to access library materials off-campus, in case you wish to go to the text directly. For more information, visit the following:

<https://guides.library.ucsc.edu/offcampusaccess>

Communication

- **Official Announcements** will be made on **Canvas**. Make sure you receive notifications from Canvas.
- For more informal communication, you can join the **Course Discord** server by following this link: <https://discord.gg/pws9xrFtp>. You can use this venue to hang out and engage spontaneously with other course participants; ask a quick question; or DM course staff.
- The course staff can also be e-mailed directly. See our contact info [above](#).

Be sure you're signed in with your @ucsc credentials when you are doing course work, and especially if you are trying to access course documents.

Ethos

Linguistics is a collaborative, scientific discipline. We embrace the value of open, respectful exchange among all course participants.

The course staff want you to feel welcome and unafraid to contribute candidly to class discussions. Do not engage in any behavior that would make others feel uncomfortable or the subject of ridicule. If we detect any such behavior, we will call it out.

As an important facet of this atmosphere, it is important that all course participants -- students and instructional staff alike -- prepare thoughtfully for their interactions with each other. This includes synchronous meetings and asynchronous interactions (Discussion Board, Discord).

If you have any questions or concerns about the above, at any time during the course, please do not hesitate to get in touch with one of the course staff. We are dedicated to setting up easy, frequent communication between you, the course staff, and your classmates.

Be kind to one another.

Grading

Grade break-down

We will assign your grade based on the named activities listed in [Assignments and Activities](#). These fall into three broad categories:

- **Participation (18%).** Based on completion of: “check your understanding” quizzes (all-or-none; 4%); experimental participation or research alternative (4%); attendance & engagement (10%). Generally speaking, you receive full credit by “showing up” for each of these activities.
- **Formative assessments (52%).** Problem sets and practice exercises.
- **Lab reports (30%).** You will be graded both on your final draft, but also upon steady completion of the "milestone" tasks.

Timeliness and “late work”

Timeliness on all assignments and lab milestones is important to keep you moving through the material in a structured, well-paced manner.

There are target deadlines for all activities and modules. However, we will always create flexibility around the deadline. In almost all cases, you will be able to earn at least some credit whenever you turn in the work.

For any activity that accrues points toward your grade, we will spell out in the Assignment/Module the policy for assigning credit to work submitted after the deadline.

University Policies and Resources

DRC Remote Accommodations

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your [Academic Access Letter](#) from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably within 1 week. I also encourage you to discuss with me ways we can ensure your full participation in this course.

I encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at drc.ucsc.edu. You can make an appointment and meet in-person with a DRC staff member. The phone number is 831-459-2089, or email drc@ucsc.edu.

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the [UCSC Academic Integrity policy](#), he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education Office (CARE, care@ucsc.edu) by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462, or use this online reporting link. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required.

Slug Support

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. The UCSC Slug Support

Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students navigating difficult or challenging situations and assist them in resolving their concerns.

UCSC's Slug Support Program is comprised of a team of case managers who work directly with students to help them develop a student-centered plan and resolve the barriers they are facing. While the Slug Support Program does not provide counseling directly to students, they work very closely with Counseling and Psychological Services to get students the emotional and psychological support they need.

Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are a student or know a student who is in need of support and/or resources, you can start by navigating to the referral page for instructions on making a referral for our services.

If you have questions or would like more information on the Slug Support Program, please contact the Dean of Students Office at 831-459-4446 (Monday thru Friday 9am-5pm) or email them at deanofstudents@ucsc.edu. Please note that the team works a hybrid schedule. There is always Slug Support staff in the office Monday through Friday, however depending on the case manager you are working with, there may be two days a week where they are working remotely.

Slug Support are currently seeing students in person and via Zoom and phone depending on the student's preference and need. For any urgent needs (immediate food or housing crisis or other immediate concern), please call the crisis line at 831-459-7003 (Monday through Friday 9am-5pm).